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| **Unit 3** | **Class** | **Due** |
| **WEEK 7 – February 22 – February 26** | | |
| **M/T** | Exam 2 | Unit 2 due on Bb |
| **W/Th** | Style, Unit 3, writing proposals | Bring proposal to class |
| **WEEK8 – February 29 – March 4** | | |
| **M/T** | GG, Researching for academic sources, in-text citations, Works Cited pages | Proposals Accepted |
| **W/Th** | Style, Primary research, practice |  |
| **WEEK 9 – March 7 - 10 – Spring Break** | | |
| **WEEK 10 – March 14 - 18** | | |
| **M/T** | GG, Preparing for primary research | Primary research proposal and questions due |
| **W/Th** | Style, Finding data, creating data displays |  |
| **WEEK 11 – March 21 - 25** | | |
| **M/T** | GG, Writing data commentary, intro and conclusions for major papers | Primary research completed |
| **W/Th** | Conferences – no regular classes | Draft due at time of conference |
| **WEEK 12 – March 28 – April 1 (no regular classes)** | | |
| **All week** | Conferences | Draft due at time of conference |
| **WEEK 13 – April 4 - 8** | | |
| **M/T** | Peer review |  |
| **W/Th** | Editing |  |
| **WEEK 14 – April 11 - 15** | | |
| **M/T** | Exam 3 | Draft due on Bb for grading |

# In a nutshell

* A complete proposal with 6 tentative sources (12 total are required)
* A 10-12 page paper on any topic related to words and rhetoric
* Employ argument strategies as discussed in class
* Conduct primary research
* Create a data display and commentary
* 12 secondary sources with proper in-text citations and a complete Works Cited/References page – you may choose APA or MLA
* 300 points for this paper—30% of your grade (50 points for the proposal, 250 for the paper)

# **PURPOSE**

This is it, the big kahuna, what you've been working toward all semester. This is where you take everything you’ve learned about writing—not just in this class but over the entire course of your academic writing life—and put it into a paper. You will also conduct your own research as well as learn how to represent and discuss data. Everything matters here: style; appeals to your readers; proper citations; quoting correctly; a works cited page; using examples; mini-essay paragraphs; catchy intros and thoughtful conclusions; synthesis; staying focused; argument strategies; proper formatting; strong verbs, sentence variety, and punctuation variety—the list goes on. This is only one of many argument papers you will write, and knowing how to go about it will ease your way through the rest of your college career.

But there is more to it than that. Knowing how to research, how to think carefully about what you read, being able to think critically about a topic, knowing how to persuade—all these things matter in more ways than just writing research papers. If you get good enough at this, if you learn the skills we have worked on in this class, they can help you be a successful parent, friend, worker, and citizen. Good critical thinking and the ability to craft an argument from this will help you in all areas of life. This stuff matters. How we use words matters.

All CMU 201 students are required to write one longer paper using 12 or more sources for support. The purpose of such in-depth research is to enable you to really go into great depth into a topic rather than just scraping the surface and writing about what everyone sees. Instead, by conducting your own research and by doing a lot of reading of academic sources, you will be forced to really do some good critical thinking and get a sense of what real research is like. You will become an expert on your subject!

# Specifics

1. The topic of this paper has only one requirement: it must have something to do with rhetoric, with the way we use words in the world. While at first this may seem limiting, the fact is that we use words in pretty much every aspect of our lives. You will have trouble thinking of a topic that does NOT involve human communication. So if you’re into the environment and you want to write about it, instead of the usual research into the use of plastic bottles or global warming, you would research something like global warming rhetoric and how global warming is talked about in political arguments. Students have written about media representation of the Ferguson case, misogynic language in country music and hip-hop, communicative practice in MMRPGs, deception in advertising, parental swearing, and more. There really are very few issues that you won’t be able to touch on concerning human use of words. But, as before, choose VERY carefully, and if I hesitate, don’t fall in love with your idea. Move to something that will be easier. No need to make this harder than it has to be!
2. Organizing the paper: I am requiring that you use sections with section headers for this paper. Regardless of the discipline you’re writing in, research is written up in basically the same way. We will make a template in class, which will include the following sections:

* *Introduction*: Your introductory paragraph will NOT have a header but will get the reader’s attention and get them interested. Inform the readers of the topic you are going to research and what you already know in depth. Explain, in detail, how you see the problem, including secondary sources to give you credibility, including what you see as the causes of the problem.
* *Methods and Findings*: inform the readers what you did for your primary research and what you found in your research. Show them that you were thorough, fair, and went into depth. Keep your opinion out here. Some like to divide this section into smaller parts to help them synthesize (a good idea…). Although this section is based on what you found in your research, the information should still be synthesized and written up in your own words. (In the sciences, your methods section would be separate where you explain how you conducted your research. The humanities tend to skip this.) This is likely where you will also include your data and data display and accompanying commentary.
* *Discussion*: this section is your argument, one that provides what you see as a solution to this problem. Here you will likely play the role of mediator, since these kinds of rhetorical problems are not like repairing cracks in the sidewalk, so your ability to think critically here and show the complexity of what you have researched will be incredibly important. Here you will be working to encourage your reader to agree with your thesis. Your data display and commentary could also be part of this section since data displays are often meant to be persuasive. However, if the data does not fit here naturally, you may want to put it back in the previous section.

1. Your audience for this paper will be more difficult, but if you have a clear purpose, your audience will be those who need to hear whatever it is you have to say. Think for a bit about why people conduct research—of any kind—and then who might need to hear the results of such research.

# The Keys to Success

Two keys will unlock success for you with this assignment:

One, good balance in your research: Nothing makes a weaker argument than a researcher whose bias shows. No one believes the person who has no knowledge or understanding of what others think and approached their research not to learn or to find answers but to corroborate what they already know. That is not research; that is self-aggrandizing, which is never persuasive.

Two, keeping track and citing as you go. Because citing trips up most students, just do it as you go along. Here’s what to do: once you read an article and decide you will use it, immediately start a works cited page. Add your source there. Then you know exactly what needs to go in the parenthesis (usually the author’s last name and page number), and then as you write, put in the citation. You will both avoid plagiarism and will make your life MUCH easier. Please trust me and do this.

# Requirements

* 10-12 pages long, typed and double-spaced, Times New Roman 12-point font or equivalent.
* Put your name, the course and my name, the assignment number, and the date in the upper left hand corner.
* A good title that reflects your thesis
* Sections with appropriate headings
* At least 12 sources.
  + Wikipedia and dictionaries do NOT count as sources
  + At least TWO of your sources must be **peer-reviewed academic journal articles** or books. But do NOT make all your sources academic ones, which will make this too difficult for you and will make you lose balance.
  + One of your 12 sources will be your primary research, which **must be cited and entered** (even if you use APA, which does not require an entry—I want one anyway) on your Works Cited page.
  + You may use any of the readings provided for previous papers as part of your 12 sources if appropriate.
* Proper in-text citations (author and page number) of all information from your sources, whether paraphrased or quoted directly. Not to properly attribute your sources is plagiarism.
* Works Cited/References page of all sources according to MLA or APA formatting. Please remember that your paper AND your bibliography need to both follow the same formatting. Many people choose APA formatting for their References page but do not change the rest of the paper to match. APA formatting requires several changes within the paper itself as well.
* You will be graded according to the five criteria: content, purpose, organization, support, and form. We will create a rubric in class.

# GRADING

The Proposal – 50 points. Rubric to come.   
The Paper – 250 points, a 5-point rubric as usual